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Journal of EDUCATION

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March 24, 1930

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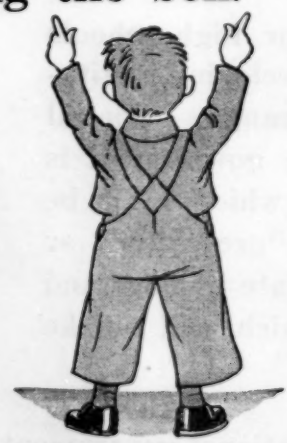

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, Editors

ISOBEL R. LAY, Managing Editor

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EDITORIALS

Making the Best Better

ONE of our readers writes us that the convention issue of the Journal of Education, under date of February 17, was the best creation of American education in action that has ever been available in any one publication.

There was nothing that glorified anything in American education that is not being achieved in 1930, and nothing was there simply because some one thought it ought to be in American education at some future time.

The achievements of these twenty-three cities from coast to coast, from lakes to gulf, are typical of the achievements in six thousand cities under the leadership of the city superintendents of today.

There has never been any attempt to know what the superintendents of the cities of the United States, their supervisors, principals, and teachers as a whole are actually accomplishing today.

Samuel Engle Burr, head of the Research Department of the public schools of Lynn, Massachusetts, has analyzed these twenty-three accounts of present-day achievements, and in one article gives the relative importance of the sixty-four achievements of today.

This is the only time that it has been possible anywhere to know what the schools of all America are actually doing for the making of better boys and girls, prospective men and women.

This really represents the activities of more than half of a million teachers.

This analysis by Samuel Engle Burr will be in the issue of the Journal of Education of April 7, and every city teacher, at least, should have this issue of the Journal of Education.

Mr. Burr's study is the most valuable article on modern education that has been prepared by any one. It is fact, not fancy. This classification is an inestimable service to the schools of America.

April 21-26, Be Kind to Animals Anniversary; Humane Sunday, April 27.

World Federation of Education

NOW that the famous Atlantic City meeting has cleared the air there should be a long pull, a strong pull, and a pull all together for the World Federation and its meeting of 1931.

That will be the beginning of the transition from the fourth to the fifth two-year service, and there must be a world achievement to report in 1931.

Dr. Frederick M. Hunter created the Federation at the Salt Lake City meeting of the National Education Association in 1920, naming Dr. Augustus O. Thomas as organizer of the first meeting in 1928 at the Oakland meeting of the N. E. A., Dr. William B. Owen, president.

In this organization of the Federation Dr. Thomas, then state superintendent of Maine, was elected president, and C. H. Williams of the University of Missouri was secretary. These officials have been re-elected at every meeting since, and the details of the success have been due to their vision and devotion.

At the Toronto meeting in 1927 Walter Siders was elected as business agent, and upon Thomas, Williams and Siders the responsibility for the management rests.

Raphael Herman of Los Angeles has been the financial support of the management, and his contributions have been really wonderful.

The opportunities of this Federation are greater than of any other education association that has ever been suggested, and the responsibility of the leaders is greater than has ever been assumed by any group of educators.

Circumstances have placed the responsibility for stabilizing the Federation in the meeting of 1931 upon America. We must not shirk responsibility.

Martin G. Brumbaugh

THE sudden death of President Brumbaugh of Juniata College, Pennsylvania, on the golf links, Pinehurst, North Carolina, on March 14, ends a highly interesting public and professional career.

For several years we enjoyed institute programs with the three most interesting school men we have ever known: Henry Houch, of the State Department of Education of Pennsylvania, O. T. Corson, state superintendent of Ohio, and Dr. Brumbaugh were the best entertainers and the keenest purveyors of common sense we have ever known. Houch was the senior of the group, and Brumbaugh the youngest. There was never any professional evening entertainment that could equal an afternoon with these three men. It was not uncommon for the four of us to be together the entire eleven weeks of an institute season.

It is less than five months since I enjoyed a delightful visit with Dr. Brumbaugh in recalling the friendships of the genial associates of other days.

Dr. Brumbaugh was the only one to have a distinguished career. He was Dean of Education of the State University, United States Commissioner of Education of Porto Rico, superintendent of schools of Philadelphia, and Governor of Pennsylvania and twice president of Juniata College.

Cora Frances Stoddard, 400 Boylston Street, Boston, will give full information about a Fifty-dollar Prize Contest by university and college students. Subject, "The Significance in Human Progress of the World Movement against Alcohol and Narcotic Drugs."

Briggs-Inglis Lecture

[The Great Investment, Secondary Education in a Democracy. By Thomas H. Briggs, Teachers College. Cloth. 143 pages. Harvard University Press.]

WE HAVE known no professional book to be as anxiously awaited as is the Inglis lecture of Thomas H. Briggs, because no address in recent times has created the interest that was awakened by the lecture when it was given at the Harvard Graduate School.

Intense as has been the interest in the Inglis lecture of 1930 there was nothing sensational in the lecture or in its reception. It has created a new breed of criticism of secondary education. There have been two strains of criticism of secondary education, but this is the first creation of a breed of criticism in recent times.

There have been strains of traditional criticism, but the Inglis lecture of Dr. Thomas H. Briggs is the first calm, scientific facing of facts.

It has been called an attack on private schools. It is simply a reply in the open to subterranean criticism on public secondary schools. A prominent principal of an endowed academy who comes out in a vigorous criticism of public schools is likely to have a rich treasury harvest.

The Inglis lecture of 1930 will be widely read, and if it achieves any great good it will be because "any frank speaking that disturbs conventional practices, especially if that practice has emotional rather than careful, reasoned, intellectual approval, is likely to stir up resentment" and produce healthy reaction.

See Book page of this week.

Cash prizes, $50 first prize, $25 second prize, for poems of not more than thirty lines on "Be Kind to Animals." Manuscripts must be received by "Our Dumb Animals," 180 Longwood Avenue, Boston, not later than May 15.

Institutes of Technology

GEORGIA TECH gets $300,000 from the Harry F. Guggenheim fund for the creation of the Guggenheim Areonautical Engineering Centre of the South. President M. L. Brittain has one of the great Institutes of Technology of the country. It only rivals our Massachusetts Institute of Technology, Carnegie Institute of Technology, and possibly the California Institute of Technology.

The Julius Rosenwald Fund of thirty million dollars helped 4,729 negro schools in 818 counties in fourteen Southern states in 1929.

Patriotic Flavor

THE Department of Superintendence honored itself nobly at Atlantic City by joining President Hoover in endorsing the spirit of the celebration of the centennial of the starting of the covered wagon from St. Louis on the Oregon Trail, April 10, 1830.

This celebration, under the guidance of Dr. Howard R. Driggs of New York University and Utah, will give school history an America-minded flavor, which is especially needed just now.

Paul Henry Hanus

DR. PAUL HANUS, professor emeritus of Harvard University since 1921, is the most interesting professional administrative personality in the field of education, and his seventy-fifth birthday was impressively recognized on March 14 by professional and personal friends.

It is impossible for any one to appreciate what Harvard owes to Professor Hanus. Harvard was not conversant with professional education when Dr. Hanus sought recognition for professional education.

Harvard University was already the leader of America in all phases of education with William James and his Principles of Psychology; Josiah Royce and his Philosophy of Education; George Herbert Palmer, Barrett Wendell, Hugo Munsterberg, Asa Gray, etc.

There were more scholastically famous men in various phases of education than all the other universities combined when Paul Hanus proposed to professionalize education in Harvard.

Only those who knew that group of nationally famous leaders in education and realized the magic spell of their voice and pen can ever appreciate the honor due Dr. Hanus in the creation of a genuine School of Education with a scholastic flavor at Harvard University.

This is the third decade of the century. The fourth decade begins January 1, 1931.

Covered Wagon Centennial

THERE is an abiding thrill in anniversaries that children are not likely to get in regular study of history.

A centennial magnifies a major event in history from which a vast array of incidents radiate. It is a pivotal point in the Trail of History.

This is the year for schools, churches, clubs, and societies to emphasize the part the covered wagon and the Oregon Trail played in American history.

April 10, 1830, the covered wagon train left St. Louis for the Rocky Mountains.

December 29, 1930, is the hundreth anniversary of the birth of Ezra Meeker, who was seen by a multitude of Americans after he was ninety years of age.

Let the Covered Wagon centennial be universally celebrated.

New York University's School of Education has a new twelve-story building for its various activities. It has 120,000 square feet of floor space and will accommodate 3,000 students. It is the latest word in every appointment.

Research Trails

THE Boston Transcript has a highly important comment on "Research," editorially, March 4, 1930:—

"In the name of research many trails of doubtful value are blazed. Following far off into antiquity, or in the field of philology, some question of sheerly academic interest, the graduate student or the young professor may add degrees to his name, and many titles to his list of books published. But he risks a heavy subtraction from his real knowledge of men, and in particular he is likely to lose all contact with the lives and the living thoughts of the students under him. Consequently, though he continues to bear the name teacher, the vitality of his teaching service may become slim indeed."

Belmont Farley's Service

BELMONT FARLEY, the business end of Joy Elmer Morgan's famous publicity service of the National Education Association, has demonstrated skill in the selection of attractive publicity and art in making his selections attractive.

Interesting Discoveries

THE bones of a large pre-historic mammoth that enjoyed the lower Mississippi valley 23,000 years before the Christian era, and bird fossils that enjoyed balmy California a quarter of a million years ago are recent discoveries. The New World is apparently the Old World.

Belding's Page

FRESHMAN DETERMINISM

YOUTH starting out for college is very likely to be admonished by a sponsoring principal to this effect: "Bear in mind, William, that your first year is most important. If you work hard then and make a good impression, the other years won't be so hard."

The advice is reiterated by all who are "in the know." Upper classmen and graduates freely declare that a freshman who gets all A's will have no trouble getting A's throughout his course. On the other hand, they say, a freshman who gets C's and D's will have a hard time raising these grades later.

Is it only a tradition, or has it a basis in fact? And if it has a basis in fact, is it fair to the student?

In some ideal future state young men and young women may cease to care about marks. That time will not arrive, however, until faculties cease to care about marks or to give them.

Students should care more about actual learning and development than about mere ratings, of course. But ratings are supposed to be the measures of such attainment. Good work in athletics has its recognition. Scholarship deserves the reward of fair marking. The marks are sent home to parents and family. They are factors in determining the sort of recommendation the college gives, especially for positions in teaching.

All these reasons and more go to indicate the necessity that college grades be administered with scrupulous fidelity.

If there is anything to the tradition, above mentioned, that the scholastic fate of the undergraduate is settled in his freshman year, the matter should be investigated by college faculties and should become an object of self-examination by individual members.

Consider two contrasting cases. Suppose William pays particular heed to the advice handed him before entrance to college. Assume that he is a capable fellow, adequately prepared; potentially able to make an excellent record throughout his four years. He toils industriously as a freshman and wins high scores. The faculty takes note of this lad of great promise. His reputation is practically made. Being only human, fond of a good time, and weary of grinding (a natural reaction after the terrific freshman year in many institutions), William begins to loaf—cautiously at first. He employs his nimble wits in bluffing, in flattering his professors, or in cultivating their acquaintance as a piece of good policy. William's marks stay up. They defy the law of gravitation.

On the other hand there's the case of Baxter. He was duly warned in advance as to the importance of the freshman year. But he was led away by the distractions of college life, and neglected his books. Or, perchance, he did not quite understand what it was all about. His instructors, weighing carefully the work he did on tests, granted him C's and D's, and felt they were almost too generous.

Baxter drifts along a year or two in this fashion. His sophomore ratings closely resemble those of his freshman year. But somewhere near the beginning of his junior year the thing occurs which should be the most watched for event in the life of a college student. He wakes up!

How many of his professors are aware of the change?

Baxter has found courses that interest him. He enjoys the books, the lectures, the hours in laboratory. He is full of enthusiasm for the fresh truths opened up to him. He studies now because he is eager to learn.

But when he receives his marks they are the marks of his freshman year.

Baxter has waked up, but his professors don't know it. They are the ones who slumber now, unconscious of the miracle. If they notice any difference in the student they regard it as accidental; temporary; they are not to be fooled by appearances; not they.

How it must rankle in the mind of Baxter that William and others he could name have been wafted along on flowery beds of A's, while he, and other students, striving earnestly, if belatedly, to make good use of their opportunities, are unable to cut loose from their freshman reputations!

Education that fails to recognize the fact that it is actually taking effect is blind indeed.

The danger is that Baxter, disheartened by his inability to gain credit for his improved performance, will become embittered with the world or doubtful of himself, and will slump back into mental somnolence, so far as any cultural interest is concerned, for the remainder of his life. William, too, will be apt to dwell on a lower intellectual and moral level than he would have done, had he been held up to the standards of his initial year in college.

Anson W. Belding

Associate Editor.

Convention Note Book

By MARY ELIZABETH O'CONNOR

Natick, Massachusetts

SUNDAY

BRIGHT and fair with a warm breeze; everybody in their best clothes joyously greeting old friends from all over the country; the great crowd surges up the board walk to attend the vesper service this afternoon. And what a wonderful auditorium, a perfect place for a convention! President Cody, with his warm enveloping smile that just makes you know that things are not only "all right with the world" now but that they are going to stay so right along, opened up the meeting. The beautiful music of "Come Thou Almighty King" rolling up from that huge audience of thousands of earnest school folk formed the perfect background for Dr. Reinhold's splendid address on "The Spirit of Life." The growing narrowness of the modern world with its increasing mechanism and corresponding relationships and leisure make the "cultivation of the inner resources and educational discipline" dangerously necessary was his big thought. Education as the conscious direction of the human spirit to its highest goal he pointed out is the only hope of successfully meeting a civilization constantly and rapidly becoming more complex.

Tonight the state of New Jersey through its Comsioner of Education formally welcomed us with most cordial greetings and the All State High School orchestra treated us to a concert beautifully rendered. The great convention is on!

MONDAY

"Friendliness" was the topic of this morning's session, not a friendliness of word but a friendliness of atmosphere, and action. The president's opening speech on "Education in the Spirit of Life" not only pointed out the great need of education keeping step with such characteristics as he described as progressive, practical, dynamic, recreative, friendly, co-operative and idealistic, but in a powerful and pithy way he told why and how education must meet these needs of the world. One of his highest notes was "idealism." Education that has failed to develop character, to lure young people to the highest and strongest; to elevate their own estimate of their individual worth and possibilities has lost its own soul.

Friendship between teacher and pupil as a vital necessity and a background to stimulate wholesome desires and attitudes was the theme of Mrs. Edith B. Joynes, past president of the Classroom Teachers. The successful teacher according to Mrs. Joynes is the one who considers her pupils as companions following her as a sympathetic leader in a daily round of normal work and play.

Susan Dorsey interpreted friendly relation between the teachers and superintendent in her straight, practical, earnest fashion that left us facing high indisputable motives in one hand and our daily procedure in the other. Her "He will do" this was a challenge to every man there to start checking himself.

How I wish I could take you from one group to another this afternoon, but you will have to read it elsewhere.

Tonight we gathered to focus on Education for "Dynamic Life," and all three speakers brought from their outside viewpoints of politics, business and government the greatest faith in the possibilities of the youth of today. Trust and guidance, a guidance that walks along beside was their message. All three speakers paid tribute to the courage, power and judgment of our present-day youth.

Have you ever heard the ocean roll in at night, roll in, roll in "at the edge of the sea where continents are made," and man pushes his gay illumination over that edge? That is Atlantic City tonight.

TUESDAY

This sure was a big day. Mary Muldowney with her Boys' Chorus from Cass Township, Pennsylvania, gave us a great start. Fine music and a demonstration of loving teacher leadership and devoted pupil fellowship. "Achievements" was the watchword today, achievements from the points of view of instruction, organization, administration and so on. Finance is never a dull subject when handled by Superintendent Ballou. Better schools, better teachers, and more and more pupils in school, particularly in the secondary schools, were interpreted by him to be sound public approval of our diversified educational program and a tribute to the wisdom of school boards, school officials and the parents of secondary school pupils.

"What has education done to hatch and keep alive and growing the goose that lays the golden egg of taxation?" Francis G. Blair gave us the answer in the clearest way. Education contributes more effective, skillful workmen, creates a market, a demand for better quality and greater quantity of products. It is a reacting, upward, growing wider, returning circle.

One of the chief differences in this convention from the old-time meeting is the scientific attitude. And if you don't believe it works, isn't practical and popular, you should have tried to get your nose into a meeting this afternoon where Superin-

tendent Threlkeld and Richard D. Allen spoke. The hall was packed. Everybody wants to know how to handle measurements profitably and how to make them popular with teachers so that the follow-up work will be clear, intensive and happy. These two men have the story. Dr. Allen invited us to send for his charts which show it. I am sure he will have cause to regret that offer before the month is over. Everybody immediately made a note.

The two great shows on tonight were the Pageant and the Exhibitors Banquet. Many tried to take in part of both and lost and gained much. The pageant was wonderful in its color and acting, and the New Jersey teachers and pupils gave us a performance of which they can justly be most proud.

WEDNESDAY

Every meal is a meeting of scores of groups with common problems where fine food, good service, and the hand of friendship promote free and forceful discussion. And committee meetings! How are we going to get them in and not miss the general meetings where the finest thought in education has been heading up for a year? Everybody seemed to have that combination attitude this morning.

"Education for Progress" and what a masterful address Secretary Wilbur gave us to that point. How can we harmonize science and democracy is the great problem for education. Study he likened to an ever-flowing stream ever increasing in volume but with the human being on that stream never changing. The problem is steadily increased by the favored few growing into the favored many. Science recognizes no majority vote, no democracy. Legislature cannot change science. Our advance through science is so fast that our political, social, and economic mechanisms are straining and breaking. Are we to be crushed by the cage?

Running all through today's program on its note of "progress" was the theme of supervision, supervision as intelligent, sympathetic leadership in various places and stages of educational development. "The Superintendent Surveys Supervision," "Supervision in Common," "Arithmetic Supervision," and "The Organization of Supervision" are but a few of the titles to lure you in quest of help. All afternoon scientists, superintendents, supervisors and principals have been pooling their findings in groups arranged according to the size of their school systems. Discussion from the floor was a part of every program. Supervision in the Secondary High School never received so much attention before. The great importance of rural education and its progress through supervision is one of the greatest advances we are making in American education today. The type of educator devoting his time to the study of rural supervision and the time and assistance our best universities are giving to help him came out at this meeting in a way that made everyone feel it to be his problem—a national problem.

THURSDAY

The last day of the convention and such a last day as we have never had before, a climax of beauty and inspiration, and the crowd staying to the last minute, resisting the call of the New York theatres—wonder of wonders—what kept them?

This morning "Education is Co-operative" was the theme and Mrs. Louis T. De Valliere from the Parent-Teachers, James E. West of the Boy Scouts and Walter O. Jessup of the University of Iowa certainly demonstrated that the public schools have caught the imagination of the world.

John H. Finley of the New York Times spoke on the relation of the newspaper to the school. To show the glory of the new as well as the grandeur of the past, to interpret the past in the present, to bring history down to date and to vitalize the past as a tale all of which is not yet told is a part of the newspaper's job. The newspaper is still the powerful agency that makes for world unity and citizenship.

Dr. Finley's dream used to be for a newspaper fit for childhood and youth. At present it is for youth and age, one which can be used in the classroom.

And now I have saved the best for the last. This afternoon we had the grand concert by the National High School orchestra. Oh, I wish I had power to describe it. It was worth the whole trip. We had heard the string orchestra and about two hundred of these high school boys and girls twice before and marveled at this morning's performance without a conductor, but this afternoon that group of three hundred sixteen boys and girls gave beauty and inspiration to every superintendent, which he could not fail to carry home. Can he let his boys and girls play jazz or second-rate melody after hearing what that group can do? Never! That music compelled through its sheer beauty the rapt attention of that huge audience. As I sat there and saw Walter Damrosch lead those pupils, saw that great artist thrill to the possibilities of America's youth I wondered at its significance. The charge of materialism came back to me. The charge of education making a materialistic society more materialistic, and I asked myself, in face of this can that be true or rather are we—is education—to be the saving grace in American materialism? Is that the significance of this wonderful performance of beauty? If everyone in that crowded hall of school men and women took that inspiration home how can we fail!

Heard at Atlantic City

(*Continued from March 17*)

J. S. Brubacher, assistant professor of the History and Philosophy of Education, Yale University:—

"The jibe, 'save your coupons and get a degree,' is not only good fun at the expense of our way of obtaining graduate degrees in education through a miscellany of courses studied at diverse places and times under a variety of difficulties, but it also levels a serious criticism at graduate education even where all the candidate's work is done at one institution in an unbroken period of study."

Frank N. Freeman, University of Chicago:—

"Science has found a way to teach successfully many of the children who formerly seemed unable to learn certain of the school subjects. Scientific studies have accumulated at such a rate that education may now fairly be called an applied science in the same sense as medicine and engineering are applied sciences. Like these other professions, education is coming to rely more upon the findings of the experimental and of statistical or historical investigation and less upon philosophical speculation.

"Science, therefore, must furnish the chief basis for the preparation of the teacher. The expert teacher must have ability, experience and judgment in meeting emergencies as they arise. For this reason teaching is an art as well as a science, just as are medicine and engineering. But if we think of teaching as being mainly an art we will rely on tradition rather than on science. This would be a serious mistake, for the chief guidance of our behavior in teaching should rest in science."

M'Ledge Moffett, dean of women, State Teachers College, East Radford, Virginia:—

"Only one-fourth of the students in the average Teachers College benefit from the clubs and organizations. The average Teachers College has sixteen clubs and organizations exclusive of small social clubs. The organizations spend on an average of $6,400 a year. As now administered they do not reach more than one-half of the students. The chief justification for such organizations on the campus of the college is the opportunity for character development."

John A. Sexson, superintendent, Pasadena, California: —

"Thousands of school children in America are condemned to the use of obsolete and wholly unsuitable school furniture and equipment because boards of education have not set up as a policy, one of providing for the replacement and the writing off of their books of old and unserviceable school equipment.

"New buildings are designed to accommodate new furniture and new types of educational set-ups, but often these benefits are lost when the board of education for purposes of economy, transfers old types of furniture from obsolete buildings. and by such a policy renders at least fifty per cent. inefficient the new building and the new set-up.

"The outstanding problem confronting the school administrator today is that of creating within his community such a condition as will make it possible for him to write off and discard old and obsolete equipment and purchase and install new furniture and equipment, serviceable in terms of the philosophy of education which controls his educational policies and procedures, and is as well adapted to the educational needs of children as are new curricular procedures directed by educational experts within the system."

John H. Finley, associate editor of New York Times:—

"I would call the light-bearing journalists, scattered over the world from darkest Africa to luminous Chicago, and from Greenland's icy mountains to where Professor Hobloby established a weather service base, to the snow strands of the Antarctica, whence one of the world's greatest reporters has been sending his daily messages, the writers and teachers of history in the present tense."

Edmund de S. Brunner, Institute of Social and Religious Research, New York City:—

"The rapid movement of events in the last fifteen years has produced a number of changes in American rural life.

"This century has seen a tremendous migration of people from farmstead and village to town and city. The music of the machine has been the Pied Piper drawing old as well as young. The rural people have become very decidedly a minority element in the national life and they must adopt the procedure of a minority group in their statesmanship.

"Partly because of this there has been a growing rural-urban conflict. Village and farm are realizing their identity of interest far more than in the past, but rural and urban America are at opposite poles on many major national issues from the tariff to prohibition."

Clyde B. Moore, professor of Education, Cornell University, Ithaca, New York:—

"Centuries ago Socrates urged the construction of gymnasiums and the use of the lyre and harp for musical training of Grecian youth, while many so-called progressive American school boards of today hesitate to purchase sets of band instruments and build gymnasiums.

"The poorest schools of the country are usually those with the most meagre material equipment, and there is inspiration for both teacher and pupils in an abundance of good materials to be used in the learning-teaching process."

Cora J. Russell, State Normal School, Danbury, Connecticut:—

"The training of rural teachers involves all the training necessary for urban teachers and, in addition, training which will accomplish the following objectives: First, bring about in students an understanding of the rural environment and of the organization of the one-teacher school; second, develop in students an interest in and a sympathetic attitude toward rural conditions; and third, develop on the part of students some skill in meeting the managerial situation involved in teaching a school of many grades."

G. Watts Cunningham, Sage School of Philosophy, Cornell University:—

"The basal heritage of our rural life lies in a dual attitude of mind which it normally tends to develop, namely, tranquillity of spirit and reverence for individuality. Society has need of these, and it is the primary business of the rural educator to make them fit for society's use. This is the ultimate goal which should be the guiding star in outlining any progressive program of rural education. Failing this any program of rural education, to my mind, fails precisely at the crucial point."

F. T. Vasey, superintendent, Mason City, Iowa:—

"The crucial factor in any supervisory program is the teacher. The place of the most important emphasis in the improvement of instruction is where the pupils and teachers meet. Face to face contacts in the classroom will, in the end, determine the quality of citizenship in the nation. The education of the teacher must continue along with that of the student. Modern supervision must centre its energies upon the problem of educating the teacher more adequately for her task."

W. G. Brooks, superintendent, Burlington, Iowa:—

"One of the most popular and perhaps strongest present tendencies in American education is that of homogeneous or ability grouping. A considerable body of literature has been developed in this field the past ten years. With very few exceptions it is all on the affirmative side.

"There are those who feel that homogeneous grouping is not producing the results claimed for it. The reasons for it exist largely in the logic of its proponents—just paper arguments. It is a question whether or not ability grouping adequately serves social needs.

"We need more scientific and careful investigation in this field."

Mrs. Isabel L. de Valliere, fourth vice-president, National Congress of Parents and Teachers:—

"There was a time within the memory of most of us when the home and school seemed as widely separated as the poles; when the home resented any attempt on the part of the school to inquire into its affairs in relation to the health, behavior, or lack of progress of the child. He was sent to school to be educated and it was the business of the teacher to educate him, regardless of his physical fitness or home conditions.

"The parent, the teacher, and the child form the great triple alliance, therefore each must work in closest harmony for the best interest of all concerned."

Frank N. Freeman, professor of Education, University of Chicago:—

"Science has not yet solved all the problems of teaching, and the teacher must still rely upon experience, observation and common sense to guide him in much of his procedure; but science is fast providing a solid foundation for the fundamental principles of teaching."

Fred C. Ayer, professor of Educational Administration, University of Texas, Austin:—

"Scientific supervision of instruction is gradually replacing haphazard supervision in the public schools of the United States.

"The older style of haphazard supervision set up no specific objectives to be accomplished; made no selective assignment of duties to supervisory officers; failed to schedule a definite program of procedure; and made no attempt to check the ensuing results.

"The first advance toward a scientific program had come about by increased clearness of statement and general agreement as to the meaning and scope of supervision. This was followed by the organization of definite types of supervisory procedure designed to achieve selected objectives which were capable of being measured. Finally experimental technics have been devised to measure the efficiency of different supervisory activities and practices. As a final result of these steps it has been possible to demonstrate that systematic supervision brings about results distinctly

superior to those attained by haphazard supervision."

H. E. Winner, principal, South Hills High School, Pittsburgh, Pennsylvania:—

"The same principle in American life that prompts the home to demand the new four-speed car, or the newest eight-in-line, or the latest ten-tube radio, prompts the demand for the best in school buildings and in school facilities.

"School costs are not the only costs that have increased within recent years."

The Pageant of Time

By GRACE G. TRUAX
Sioux Falls, S. D.

"THE PAGEANT OF TIME," an adventure of Education in the realm of leisure, was a stupendous accomplishment undertaken on the largest scale yet attempted by any hostess city or group in connection with the Atlantic City meeting of the Department of Superintendence, N. E. A. The huge drama showed the importance of the proper use of leisure time in modern life, and was presented by more than 2,800 teachers and pupils of Atlantic County and the Glassboro Normal School, under the auspices of the Department of Superintendence and the New Jersey State Teachers Association. Arthur Scott Brook at the pipe organ, a high school band and orchestra of 125 pieces and a chorus of 500 voices assisted in the production.

Perhaps the magnitude of the presentation was hardly appreciated by many in that great audience because of the beautifully proportioned immensity of the auditorium in which it was held. The message and the beauty of the pageant itself could not but be appreciated by everyone. The drama consisted of a prologue, four cycles and an epilogue.

"The Prologue" portrayed Time Lost.

In the First Cycle was given "The Commission," in which the Voices of Aspiration gave the Charge to the Forces of Education.

The Second Cycle showed "The Conflict" in the Wildnerness of Waste, where the Sentinels of Time and the Thieves of Time combat for supremacy of Man's Leisure. First was shown the Machine Age—work and noise—typifying the age of specialization and standardization as being largely responsible for the increased amount of leisure time or extra hours among the people.

Then came "The Herd" running over the stage in hundreds—typifying the great mass of people whose work day being over, having had no training or direction as to what to do with their extra hours of leisure—led this way and that by the first impulse that sways them—some following Sloth, some Greed, others Vice, the brothers and sisters of Lust of Leisure, the Squanderer of Time.

In contrast to these came "The Few," led by Initiative, Independence, and Imagination.

The "Clash" between the Thieves of Time and the Sentinels of Time is very dramatic. The Thieves of Time are driven from the field.

The Third Cycle, "The Conquest," follows. In the Garden of Growth man is found making wise choice for personal development in his use of Leisure. The great stage is again filled with groups portraying the Physical Olympiad, the Cultural Olympiad during which a morality playlet is enacted—and the Academy of Avocation.

It was demonstrated that Education must develop in the adult a genuine interest in many kinds of subjects and activities; expertness in one or several different fields so that life will no longer be dwarfed but will grow, and that in truth "America through her schools has an opportunity to assure the greatest enrichment in life by training every boy and girl, every man and woman in the wise choice of right use of Leisure."

The Fourth Cycle, "The Coronation," showed the Court of Achievement where "the complete man" finds his crown and the Renaissance of the Spirit.

The Cycle closed with the impressive "March of Time"—a seemingly endless processional composed of men and women in the costumes of the Ancient Age, Medieval Age and Modern Age, all carrying appropriate symbols, followed by boys and girls of today in symbolical dress.

Down the right aisle of the auditorium came China, Babylon, Judea, India, Egypt, Greece, Rome, Arabia, Persia; down the left aisle, Portugal, France, Great Britain, Netherlands, Spain, Germany, Russia, Scandinavia, Byzantine Empire, Italy. The American periods were represented by groups marching down the centre aisle; Indian, Pilgrim and Puritan, Revolutionary and Civil War, followed by the American Youth of today.

Finally the great stage was filled, and the chorus sang "Praise Ye the Father" (Gounod).

The drama closed with "The Epilogue."

Time Redeemed Hears the Call.

The Place is Here.

The Time is Now.

Bathed in beautiful lustrous light is shown the sculptural mass "Achievement." The bells of the great organ ring out the final notes of triumphant achievement and lasting attainment.

The greatest pageant on the greatest educational movement yet launched by the National Educational Association has left its vision.

Through the Malay Peninsula

By L. H. PUTNEY*

FOR the last time this year Old Sol is disappearing beneath the waters of the Bay of Bengal, making it look for all the world like a lake of liquid fire. I am on the S. S. President Van Buren, headed straight for Ceylon, that charming, spice-perfumed island so often referred to as the "Pearl of the Orient." Not far to the north lie the Andaman Islands with their dense canopies of tropical foliage. These islets are especially interesting, for not only do they serve as a penal station for British India, much as did Australia for Great Britain in the early days of the last century, but they are the home of a primitive people belonging to the negro race, although thousands of miles from the African shore.

I am several days behind my schedule, due to an accident to our ship, which for a time threatened to add another casualty to the long list of marine disasters. On Christmas night, a few hours before we were due to sail from Singapore, I was awakened by the clanging of the fire gongs, and along with all the other passengers aboard was ordered to leave the ship at once. That she was afire I had no doubt when I stuck my head out into the dark corridor, which already was heavy with the smoke of burning wood and rubber. In all degrees of nudity, and with such belongings as could be grabbed up hastily, we groped our way to the gang plank and thence to the dock, where already the Singapore fire brigade was stretching its lines of hose. The situation was precarious, for the fire was right over the oil tanks, and there was real danger of an explosion. Fortunately, however, the hold and engine room were flooded before this could happen, so here we are on our way once more.

But the subject of this article is not fire aboard ship; instead, a region about which Americans know very little, the Malay Peninsula, except that it separates the waters of the Pacific Ocean from those of the Indian Ocean. Broadly speaking, this peninsula extends from the equator to the flood plain built up by the Menam, and its vast network of tributaries, some fourteen degrees farther north. How great this distance is may be gauged by the fact that it takes sixty hours for the fast express train to make the trip from Singapore at the southern extremity to Bangkok near the northern. At its widest point the peninsula measures not over 200 miles across; and, except where the land has been cleared for planting rubber, the whole region is still an almost impenetrable jungle filled with wild beasts. For variety its fauna is said to be second only to that of South America, including elephants, tigers, rhinoceri, tapirs, orang-utans, crocodiles, and snakes galore.

How close this jungle comes to civilization you may judge when I tell you that, after a rain, tiger tracks are often seen in the outskirts of the towns, and that herds of elephants frequently invade the rubber plantations, doing much damage to the young trees. The other day, while I was driving in the suburbs of Singapore, a city of some 420,000 inhabitants, a whole troop of monkeys, much like those our organ-grinders employ to gather the coins, crossed the road just in front of the car. There were dozens of baby monkeys, which were hanging on for dear life to their mothers' bellies, and chattering for all they were worth.

Politically, the Malay Peninsula is divided into British Malaya, Siam, and Burma. British Malaya, which has an area about equal to that of Arkansas, consists of the crown colony known as the Straits Settlements, and nine native states under the more or less nominal rule of sultans. In 1895 four of the largest of the latter formed a federation, the so-called Federated Malay States, which are well known to stamp collectors back home because of their striking "tiger" postage stamps. In the Federated Malay States all financial and legislative matters are controlled by a Federal Council, which is presided over by the governor of the Straits Settlements acting as a High Commissioner. The membership of the council is composed of a lot of English officials *ex officio*, and of a number of other persons who are appointed to it by the High Commissioner.

The Straits Settlements consist of Singapore and Penang Islands, which lie at either end of the Straits of Malacca, and of a small stretch of mainland lying over against the latter, the so-called Province Wellesley; together with a bit of inaccessible territory half-way down the western coast of the peninsula, the Dindings, which was acquired years ago to break up a nest of Malay pirates; and for good measure, the quaint old Dutch town of Malacca with some 700 square miles of back country.

The kingdom of Siam, in the northern end of the peninsula, has an area about equal to that of New England, New York, Pennsylvania, and Ohio combined. Its king styles himself the "Supporter of the Buddhist Faith," for Buddhism is the national religion; in fact, according to the last census, with a total population of only about 9,500,000, Siam had over 127,000 "yellow robes" or Buddhist monks, who were served by more than 200,000 attendants. The reason for this large

*Foreign Representative, Little, Brown & Co.

number of monks and acolytes is that at some time in his life every male Siamese, including even the royal princes, is expected to spend in the monasteries attached to the wats or temples a period ranging from a few months to the remainder of his days. All told there are said to be over 15,000 of these wats in Siam. Most of them, even in Bangkok, are more or less dilapidated, for while a Buddhist may win "merit" by erecting a new wat, or by putting up a *phropeeh* or spindle-shaped tower covered with porcelain tiles or mosaics, evidently there is no merit to be obtained by replacing a fallen brick or by repairing a leaky roof.

Northern Siam is a country of low mountains, which formerly were covered with magnificent forests of teak. Unfortunately much of this timber has been cut off. Lumbering there, and in Burma as well, would be almost impossible without the aid of elephants, for the country is almost wholly lacking in roads; in fact, when you go into the interior you travel on elephants, just as you do on camels in Mongolia and other desert lands. The intelligence these elephants display is truly marvelous; for example, two of them, working together, will pile up lumber as neatly as any men could do it. All told, there are over 8,000 elephants in service in Siam, not counting those in the royal stables in Bangkok. What the future of northern Siam is going to be is uncertain, for it takes a teak tree at least eighty years to attain a marketable growth.

Central Siam is occupied by the basin of the Menam, which, like the valley of the Nile, is inundated every year, and consequently is a very fertile land. Its rice paddies, along with those in the flood plain of the Mekong in Indo-China, and of the Irrawady in Burma, are the granary of the Far East. Their importance may be appreciated if we will but remember that none of the islands from Japan to the Netherlands-Indies raise enough rice to feed themselves. Burma is a part of British India, although separated from the great peninsula by the Bay of Bengal. In spite of the fact that its railway system in the north reaches within a few hundred miles of the lines in eastern Bengal, so dense is the intervening jungle that it would probably require a fortnight or more to make the portage from one road to the other.

Singapore, the metropolis of much of this far-flung country, is one of the world's great ports. Its harbor is always full of the shipping of many lands; for example, in 1926 over 7,000 foreign vessels flying no less than eighteen different flags entered and cleared there. Its enormous commerce is due in part, at least, to the fact that the city is a free port, that is, there are no customs dues on any imports, except alcoholic liquors, opium, tobacco and petroleum. It is one of the few ports in which a traveler does not have to open his baggage for inspection; but unlike Hongkong, another free port, all persons landing there are required to register their passports at the police station, and to obtain an "exit permit" before leaving the island. Singapore is also one of the most cosmopolitan places in the world. On its streets may be seen red-fezed Arabs; Hindus with vari-colored turbans; Malays clad in gaudy sarongs or skirts; tall, lithe Tamils from southern India, who are as black as negroes; stocky, dignified Sikhs from the Punjab country up near the Afghan border; Singalese from Ceylon; Babas or Chinese who have lived in the peninsula so long that they have forgotten their native tongue; indeed, more strange peoples than can be seen in almost any other single place.

(*To be continued*)

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Nerve Tonic
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AT ALL DRUGGISTS
D-51-J

Rain at Sunset

By MARY FISCHER
Shenandoah, Ia.

There's a glimmer of fairy gold
In each rain drop that falls to the ground;
Gold so heavy it tugs on the air.
Is it golden dreams that are drowned?

Oh, come and walk in the rain with me,
For the magic may all be true—
Then you can capture a dream for me,
And I will get one for you.

Horse-Car Ideas in Air-Minded World

By ARTHUR DEAN

If defamers of youth had more brains they would help youth to understand this civilization which oldsters have provided them and assist youth in developing a philosophy of life for the new civilization which these modern youths are to create for themselves.

Horsecar ideas don't get anywhere in an air-minded civilization.

The philosophy of life and the rules of living that guided Grandpa simply won't fit today. Consequently we have discarded some of these ideas along with the horse-cars themselves — and put nothing in place of them.

Then our young people come along and find themselves in the middle of this sea of unsettled thought. They find it just as impossible to believe in many of the beliefs held by the adults of today as these same adults find it impossible to accept the ideas of the middle ages. That is why they must build up their own philosophy to fit conditions of the world as they see and as they will remake it. Call it a philosophy of life, scheme of existence, code of ethics or whatever you want, our children must work out some guiding principle which will help them to live in this new age.

Think of all the beliefs which our brainiest men held fifty years ago but which we have discarded in the light of present-day knowledge. The Youth of Today will do this with many of our pet theories. Scientific research has broken down the belief in many conventions. Modern psychology has given us a new insight into the motives of human conduct. Isn't "inhibited complexes" a more reasonable explanation of some human conduct than "evil spirits."

Having found that we need to study and discuss things which were formerly kept in the background we have broken down a lot of the old taboos. In doing so we have progressed. We have found that good morals don't necessarily depend upon religion and in some instances we have separated them.

It does no good for those whose future lies behind them to insist upon the old horsecar standards. There is no denying that their ideals like the cars themselves have been improved upon. We who are interested in youth can offer our suggestions and our advice in the light of our experience, but we are still rather too much tinged with the old beliefs to work things out very satisfactorily.

Let's not stand up and defame. Let's not merely research. Rather let's open our hearts to youth and work with them. Let's reason with youth, and don't forget to let youth reason with us as to how to avoid moral tailspins and broken wings in an air-minded age.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Beauty—I

The philosopher smiled. "Come here," he said to a disciple. "Look yonder! See that marketman with the globe of goldfish? Just now, the sun struck the curve of the glass bowl in exactly the right way and one of the fishes grew suddenly from a tiny minnow to a much larger size and each gleaming scale became a plate of hammered gold, and in the mesh of the billowy tail a rainbow curved itself immeasurably beautiful. I saw in that flash an ideal which for ten centuries led the Yamato family in far Japan to a noble victory. You know, my friend, it is hard to see an ideal with these dull eyes of ours. It is harder to realize it, to make it come true. Therefore, let us sit here in the brown shade and while you fan the pestering flies from my bald head I will tell you of this search for beauty on the trail of an ideal.

"In those days Japan was a feudal country. They who were bound to the soil had given them the great privilege of toil and little more, but that was enough and in some ways the best gift that could have come to them. In a little village at the base of the snow-capped Fuji, Yamato lived in a little hut somewhat apart from the rest. Through his garden ran a slender stream in which the old man loved to dabble his tired feet at the day's end.

"'Friend wife,' he would say, 'it is good to be here with you and the boys. It is good to feel the cool water about my toes and eat grapes from our own vines. It is good, also, to see the little brown carp come swimming up to the surface to suck in the crumbs of pounded rice we throw to them.'

"'Yes,' his wife would answer, 'it is pleasant to be here, just to enjoy the cool evening breeze after the heat of the hot fields.'

"One day as Yamato thus sat enjoying himself, a ray of the sun slanted down through a cluster of bamboo stems and touched the water at his very feet. At the same instant a little brown carp swam lazily into the light of the beam and was, at once, transformed into a magical fairy fish, so unreal and yet so beautiful that Yamato gasped with delight and cried out in his joy. Brown dingy scales had been transformed into plates of reddish beaten gold, the eyes of the carp glittered like huge pearls, and the fins of the back grew into lovely, wavy silken banners that floated above the glorious spectacle like incense rising from the incense burners or silken scarfs tossed lightly overhead by one of the geisha girls. As for the tail it became a marvel of pendant loveliness, flimsy and soft and silken with the fire and beauty of a master's printing giving life to every movement that it made.

(To Be Continued.)

Beauty—II

"'Wife,' cried Yamato, in a tense whisper. 'Look! The fairy queen of all the fishes has just gone by. If I could catch her,—what wealth would not be ours.'

"'I see nothing,' said his wife, 'but a little dingy carp.'

"'But the fairy fish was there!' cried Yamato. 'She is even now in our tank. Run! Summon the boys! Get the nets with the long bamboo poles. We must find her! She will beg for her freedom, and then when I grant it, she will rear up for us a mansion like the king's own and give us gems and all good things to eat.'

"Yamato's wife smiled down on him with half-closed doubting eyes, but because she loved him she ran at once to do his bidding. In a moment the hitherto peaceful tank was the scene of great activity. The long poles swept back and forth, dragging the light nets to be emptied of their squirming catch into huge rice tubs which had been filled with water. At last, when no more fish came to the tubs, Yamato took a smaller net and, seated by the side of each tub in turn, transferred its contents slowly and with keen, searching eyes, to another. Twice he caught his breath and leaned forward eagerly as from somewhere in the nets of squirming fish a gleam of gold flashed up to him. Each time the flash of hope had come from a single golden scale on the back of a brown carp. Because these two had held out hope to him he set them aside in another tub. At last, in the very bottom of the last container the eager man found a queer goblin-like fish with a tail that lay in his hand like a fold of silk. It, too, had one single scale of gold upon its back.

"'Here is the queen,' cried Yamato, 'but where is the wealth of golden scales and the beautiful side fins like wings and the dorsal fin like a geisha's veil?'

"'Foolish one!' said his wife. 'If the queen of the carp could raise up castles for us could she not change herself into whatever form she wished? She has taken this ugly shape to fool you. Put her gently into the tub with the other two who have each a scale of gold and let us see what will happen.'

"Yamato did as his wife suggested, then he leaned over the tub and said: 'Fairy queen of the carp, give us a castle like the king's own and fine jewels and all the rice we can eat three times a day. Do this and I shall release you and these two into the tank again.'

"At his words the ugly carp came to the surface of the water and blew a huge bubble. In the second that it floated about before it burst it caught the gleam of the sun and reflected to the startled eyes of the man and wife the most gorgeous castle-like rainbow that anyone had ever seen.

"'She has promised,' cried Yamato. 'Quick! Let us release her, and these two with the golden scales, into the tank. Let us feed her with choice powdered rice. In due time she will reward us as she has promised. As for these other fish, they will but eat up the portion of the queen and these two. Let us take them and release them below the screen and thus be rid of them.'

(To Be Continued.)

Beauty—III

"Of course the news of Yamato's capture of the queen of the brown carp went abroad. Curious people came to sit by the hour on the bank of the pond in the eager hope of catching a glimpse of her. Over and over the happy man told the story, each time adding a touch here and a touch there until, at last, he had peopled the waters of his tank with a beautiful golden host. To all urgent entreaties that he lift up a netful for eyes to see, he always shook his head firmly and cried out: 'What! Would you have me offer insult to the queen? Would you have me drag her up from the bottom like one of your dirty brown carp? What nonsense! Be satisfied! The day will come when the promise of the queen will be fulfilled and then you shall have evidence enough of the truth of what I say.'

"Now it happened that a year later the Emperor rode that way on important business. As he rested for the night in the inn of the neighboring village, word came to him of the

Queen of the Carp. Being a jovial man he laughed and cried out: 'Is it not fitting for one royal person to call upon another? Prepare my carriage and let us visit this Queen of the Carp and pay our respects to her as becomes her Queenship.'

"Of course Yamato received the news of the Emperor's coming with a vast sinking of the heart. It was one thing to tell his wondrous tale to the simple ears of his country friends and another to tell it to the ears of the Emperor. Suppose,— and Yamato broke into a cold sweat at the thought, —suppose—the emperor should order the tank dragged and the Queen netted and exposed to his royal gaze!

"'Wife,' he wailed, as he wrung his toil-hardened hands, 'we are ruined! Our imaginations have overcome our good sense. There is no queen of the Carp, in spite of all our hopes, and no golden host; alas, alas, there is only an ugly misshapen fish there in the tank, and a multitude of her projeny which, I doubt not, are as ugly as herself.'

"'Be of better cheer,' said his wife. 'Yesterday, when I dipped water from the tank to give our grapevine a refreshing drink, I saw a dream,—it must have been a dream, for seven golden carp went by, one after the other, across the bottom of the tank.'

"'It was a dream,' said Yamato, 'but it heartens me—perhaps the Queen herself will solve our problem and rescue us from this calamity. We have been good to her and hers. We have fed her rice balls and reared up a fence against the snake who would devour her young. Who knows! Who knows!'

"Just at that moment, with a huge noise of whining instruments, the Emperor arrived. The golden glory of his coming seemed to fill the little garden with the rising of the sun, itself. Yamato and his wife prostrated themselves and buried their faces in the earth at the Emperor's feet. A strange terror, mixed with immense delight at being so honored, filled the heart of the honest peasant and caused his shoulders to shake until the king noticed them.

(To Be Continued.)

Beauty—IV

"'Arise,' he commanded, 'and fear not. Be not so foolish as to think I expect to see the Queen of the Carp. Like yourself, my humble subject, I have imagination. That is why I am an Emperor. Come! Show me your tank and let me sit for a moment by its side and dream into it such a dream as yours. Perchance—who knows—I, too, shall see the Queen of the Carp as you saw her. If so, I shall be well satisfied.'

"When the Emperor was seated on the edge of the tank, a huge cluster of fresh grapes in his hand, he smiled as though full of contentment, and said: 'Now tell me the story of this place,' and Yamato, summoning all his courage, haltingly told the sober truth, blushing a little as he recalled the bubble that the Queen sent up to him and his interpretation of it as a promise of future greatness.

"'You have told your story well,' said the Emperor. 'I marvel at it, too. Not, of course, as you marvel, but rather at the noble thought behind it all. My worthy friend, it is not given to every man to see, as you have seen, a vision of beauty, and then set human hands to accomplish it. Come, get your nets, and while I watch, seine up these fish. I am curious to see this Queen of the Carp and her ugly brood.'

"'O master,' cried Yamato, 'she is but a round-bellied pudgy little carp, with a huge misshapen tail, unless—unless—'

"The Emperor laughed—'Unless, she honor my coming by transforming herself into something far more beautiful. To work! I wish to see her no matter what form she deigns to take.'

"The rice tubs were quickly filled and the seines fastened to the bamboo poles. The head of the Emperor and the head of the peasant came quite close together as each peered hopefully into the stomach of the first net as it rose dripping from the tank.

"Both Emperor and peasant drew back in disappointment as only brown, dingy year-old carp poured from it. The second net disgorged the same, except that the Emperor gave a little cry of joy as a golden gleam darted over the lip into the blue waters of the tub.

"'What is that?' he cried, following with his finger the golden gleam as it flashed here and there across the bottom of the tub.

"Yamato quickly produced a little net and deftly lifted the fish to the surface. It was a brown carp, there could be no doubt of that, but on each side of the body was a patch of pure gold, round which ran a binding of the deepest black.

"'It is beautiful,' whispered the Emperor. 'Place it aside for my royal pool.'

(To Be Continued.)

Beauty—V

"Once more the net swept the tank to rise with a scant dozen fish flopping in its bottom, but when they poured like a fluid into an empty tub both Emperor and peasant gasped with delight. The pudgy, misshapen Queen of the Carp was there and with her, as though her body guard, five of the most beautiful carp that had ever been seen. From one hung a pendant, filmy, silken tail similar to that of the Queen, herself, but, as though to add a glory to it, it bore spots of gleaming silver and burnished gold.

"'The Queen,' cried Yamato reverently, bowing his head and letting his arms fall. The Emperor smiled. 'Place all those of the beautiful, glittering scales and the filmy tails in one tub, he said, and release the Queen at once into the tank again. Wait! I have changed my mind. Draw up the golden one with the filmy tail. Beautiful! You say this one was not drawn from the tank a year ago?'

"'No, master,' said Yamato. 'This one is of this year's brood. All of these are the sons and daughters of the Queen.'

"'It is well! Release them all into your tank. Good!'

The Emperor beckoned to a stately old man. 'Chinso,' he said, 'give this worthy peasant a thousand yen each year and write him down as the Guardian of the Queen of the Carp.' Then the Emperor turned to the gaping Yamato. 'You are now in the service of the Emperor. Tend this tank well. See that no snakes or frogs live in it, and once each year, at this time, seine up the fish and putting back those of the golden sides and filmy tails and fins, release the rest below the screen.

"'Just above this spot create another pond and into that put each year, but two, male and female, of the fish that come nearest to the dream-fish that you saw on the day the sun touched the water at your feet.'

"When the Emperor had gone Yamato and his wife sat, hand in hand, a long hour beside the pond.

"'Of a truth,' whispered Yamato, 'The Queen of the Carp is there in our own pond. The promise she made in the bubble she sent up is even now being fulfilled. Gold I have here in my hand, and the favor of the Emperor and honor in the eyes of my neighbors.'

"As he spoke, the gate opened behind him and a long stream of friends poured in on silent feet. As one person, they dropped to their knees and bent their foreheads to the dust. 'Worthy Guardian of the Queen of the Carp,' said one as he lifted his eyes to Yamato, 'Favored one of the Emperor, be so gracious as to accept this tribute of your countrymen. In you we are all honored. Be kind and gracious to us, that we may prosper even as you have prospered, and pray for us to the Queen of the Carp that she may bless our land with great peace and plenty.'

(To be Continued next week.)

Reds Use Schools To Aid 5-Year Plan

Education in Soviet Russia has discarded most of the traditional formulae and substituted the problems of the five-year plan for economic rehabilitation as the principal course of study, according to Dr. George S. Counts, associate director of the International Institute of Teachers College, Columbia University. Dr. Counts recently returned form a seven-months' tour of inpection through Russia. Courses and textbooks, he said, are being revised, and every agency for disseminating information and propaganda is taking part in the general movement of educating the Russian masses in the doctrines of communism.

New School Plan Proposed for Ohio

John L. Clifton, state director of education, will soon propose to Ohio schools and colleges a program of educational guidance, designed to remedy some of the defects of the present educational system. He decided upon the need for such a program when a survey he conducted revealed that twenty per cent. of the freshmen in Ohio colleges are failing, and that only seven per cent. of the children who enter the first grade enter college.

B. U. Students to Aid Pupils in Bulgaria

Joining colleges of the world in an effort to alleviate post-war conditions among students in Bulgaria, students at Boston University's college of liberal arts raised more than $500, which they will contribute to the foundation sum for the erection, by the International Student Service, of a self-help house for students in Sofia, Bulgaria. The Boston University students believe that in helping the Bulgarian students they are assisting in the formation of an international brotherhood which will lead eventually to world peace. The International Student Service is now being aided in its work by about forty colleges in the United States, in addition to European colleges.

SIMPLE FRENCH
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TREND OF THE TIMES

A NEW BUILDING technique which will dispense with windows and substitute artificial sunlight and ventilation in their place was envisaged as a possibility in the near future by Dr. Zay Jeffries, consulting metallurgist, of Cleveland. With such a change in building technique, he said, there would be less steel used for a given volume of building space, and the amount of heat used would be enough less to reduce the amount of coal needed.

COMPARATIVE STUDY of chain and independent store prices is to be made in the near future by the Federal Trade Commission. The inquiry calls for a comprehensive report on whether consolidations of stores have been effected in violation of the anti-trust laws and directs the commission to suggest what legislation, if any, should be enacted to regulate chain-store distribution.

SEEING AMERICA FIRST from a motor bus cost some 6,000,000 passengers approximately $12,000,000 during 1929. America was viewed quite thoroughly, for the sightseers, including those carried in buses for hire, traveled 150,000,000 passenger miles. The survey showed that during 1929 1,346,000,000 passengers were carried on intracity lines, and 384,000,000 on intercity lines.

RAILWAY PASSENGER TRAFFIC is due for improvement, according to figures recently issued. This traffic has declined steadily, particularly in the last ten years, and in 1929 it reached its lowest level in twenty years. However, this was apparently the bottom. The percentage decrease in passenger traffic was smaller last year than in any recent year, and in the case of some railroads the revenue from passengers increased. These were the first increases of any importance in this revenue reported in many years.

SEVENTY-FIVE PER CENT. of business failures can be prevented by proper understanding of simple rules of personal and business conduct, a committee which is investigating the economic and social causes of bankruptcy has found. The things considered important were: "First, the personal factors so far as measurable which have contributed to the failure; second, business methods employed by the debtor; and third, the extent to which abuses in credit extension have influenced the collapse."

HENRY FORD announces he will devote the remainder of his life to education, spending upwards of $100,000,000 to develop his ideas. He will build a number of schools in various parts of the country, he says, using the Edison Institute of Technology which he founded last year at Dearborn, Mich., as a nucleus. Every youth should learn a trade, he believes, to keep him active and out of trouble.

UNDERCONSUMPTION and resultant unemployment are partly due to overgrowth of population and overemphasis on machine efficiency, says Secretary of Labor Davis. We must watch immigration, too, he warns. "The crash in the New York stock market affected business," the secretary admits, "but unemployment had been coming on for some time."

TOTAL EXPORT of merchandise from the United States in 1929 amounted to $5,241,000,000—a new record, and a gain of more than $100,000,000 over the year before. Of this total Europe took, roughly, $2,340,000,000; North America, $1,395,000,000; Asia, $643,000,000; South America, $539,000,000; Oceania, $192,000,000, and Africa, $130,500,000.

PROPORTION of middle-aged and elderly workers employed in industry is increasing rather than declining, according to a survey just completed by the industrial relations conference of the Associated Industries of Massachusetts. Six measures of relief are in general use, the conference found, and recommends their extension. These are: payment of retirement wages to workers of long service; increased attention to workers' physical welfare; shifting of older workers to other jobs in the same plants; aiding the worker to anticipate retirement; promotion of saving, and collection of more adequate statistics to assist workers of all ages to promptly locate a market for their services.

THE YEAR JUST PAST was a banner one in the investment of new money from the United States in Mexico, with considerable European capital also put into the country, which is taken to augur for a continuation of this flow of money from the northern bank of the Rio Grande for 1930, should no unexpected development of a disturbing political or international nature arise.

The BOOK TABLE

MAKERS OF OUR COUNTRY, MAKERS OF THE NATION. By Fanny E. Coe, Boston Teachers College. (Revised Edition.) Cloth. Illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company

These elementary school books wisely and skillfully discriminate between the leaders in the discovery, settlement, and development of America; men like Columbus, Cortes, Magellan, Walter Raleigh, Henry Hudson, John Smith, Miles Standish, John Winthrop, John Eliot, the Calverts, the Jesuits, the Trapper, et al., and the leaders in the creation of the Nation.

The author demonstrates genius in knowing what to say and what not to say about men of various talents who met crises wisely, heroically or tactfully like Patrick Henry, Samuel Adams, Ethan Allen, Nathan Hale, John Paul Jones, Thomas Jefferson, Robert Fulton, Fremont, Kit Carson, Daniel Webster and John C. Calhoun, Grant and Lee, Roosevelt and Wilson.

These books appeal to boys and girls of today, because they have the thrill of new incidents and the use of a vocabulary of the youth of today.

THE GREAT INVESTMENT, SECONDARY EDUCATION IN A DEMOCRACY. The Inglis Lecture, 1930. By Thomas H. Briggs, Teachers College. Cloth. 143 pages. Cambridge: Harvard University Press.

This is the most virile and heroic study of secondary education that has been made by a widely known and highly appreciated university educator. Regardless of the positions taken by Dr. Briggs, the Inglis Lecture of 1930 is one of the ablest recent literary productions of education and deserves an appreciative reading as good literature.

Dr. Briggs deserves high commendation for the artistic way in which he enlightens the public regarding the public high schools, and creates intelligent purpose to make them as good in fact as they are in principle. He lives up to his ideal: "The only reliable way of insuring the continuance of generous support and of increasing it to an extent commensurate with estimated needs is to place it on a sound basis of reason."

The attitude of Dr. Briggs is that of a statesman rather than a salesman, never of a propagandist.

In emphasizing the obligation to use education for the perpetuation and the promotion of the ideal and principle that must control and direct the state in which we must all find our welfare and our happiness, "Negativeness is not sufficient. A positive program is imperative."

"The supporting state, be it large or small, maintains schools for its perpetuation and improvement: these are attainable through the betterment of the children of the community, whatever their actual abilities, aptitudes or interests."

The discussion of private schools is not primarily of a fault-finding nature but rather as a means of impressing the public with the fact that there should be no better education obtainable by the wealthy than is available for all the children of all the people.

SECOND COURSE IN ALGEBRA. By Fred Engelhardt, Ph. D., and Leonard D. Haertter, both of the University of Minnesota. Cloth. Philadelphia, Chicago, Atlanta, San Francisco, Dallas: John C. Winston Company.

The authors follow their popular "First Course in Algebra" with this book which will be usable as a second year course where any modern text has been used in the first year. They have demonstrated unusual success in making the study of algebra interesting and educationally serviceable.

PLANE AND SOLID GEOMETRY AND THEIR USES. By Gordon R. Mirick, Lincoln School, Columbia University; Marquis J. Newell, Evanston, Illinois; George A. Harper, Tucson, Arizona, with cooperation of George Walker Mullins, Barnard College. Evanston, Illinois, New York, Philadelphia, San Francisco: Row, Peterson and Company.

There is need of this book with its attractive appeal to students and its masterful challenge to modern educators, some of whom are openly questioning the value of Plane Geometry, especially in the ordinary high schools.

The authors of "Plane and Solid Geometry and Their Uses" take nothing for granted. They accept no traditional myth as an argument or demonstration.

They are not misled by any professional mirage. They are devoted mathematicians and scientific educators. We have seen no book in which the authors are more in earnest to prove all things, and hold to that which is good and only that which is good.

The historical background is reliable, and the foreground is stable. It is a masterful combination of the science of mathematics and the art of bookmaking.

HIGH SCHOOL GEOGRAPHY (Revised). By R. H. Whitbeck, University of Wisconsin. Cloth. 574 pages. New York: The Macmillan Company.

The University of Wisconsin is leading the procession in heroic adaptation of material and methods to the life of today, and Professor Whitbeck is in front rank in the spirit of progress, consequently the "Revised High School Geography" includes modern Russia, Japan and China and European countries that have been undergoing internal and external changes. It is definitely a "high school geography," and as definitely a humanized geography.

HIS OWN PEOPLE. By Leon W. Rogers. Cloth. 294 pages. Chicago and New York: Laidlaw Brothers.

An interesting story which youth of today will enjoy reading because it portrays the restlessness of the youth of today in their social, political and religious perplexities. It is a fascinating, true to the limit experience of many boys and girls as they break loose from the restraint of the home, the church and political customs.

At each crisis many readers will sympathize with the young man who chafed under his father's chiding under the dismissal of a brilliant, useful pastor because of his liberality, under the rules of a Christian university, under machine politics.

It is a series of surprises that from financial necessity and the need of favors in many emergencies that the genuinely modern young man found a way to compromise and succeed without violence to his conscience.

Not till the last twenty pages does he meet the vital test nobly and appreciate "His Own People," and any restless youth who has just escaped being ruined times out of number by shying away from the brink of despair, will rejoice that Paul Wesley was worthy the respect of "His Own People" by being every inch a manly fellow when the real crisis came.

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John — "It is said that impetuous people have black eyes."

Mary—"Well, if they don't have them, they are apt to get them."

And Less Static

"John, you think more of that old radio than you do of me."

"Well, dear, I get less interference from it."

Alibi Ike

Teacher — "Who was that who laughed aloud?"

Pupil—"I did, sir, but I didn't mean to do it."

Teacher—"You didn't mean to do it?"

Pupil—"No, sir; I laughed in my sleeve, and I didn't know there was a hole in my elbow."

He Gave Proof

Wife—"Are all men as stupid as you are?"

Husband—"No, my dear; look at all the bachelors there are."

From Department of Interior

A boy on his way to school ate too many green apples. As he took his seat the teacher asked him to name the present season. The boy arose in spite of the pain in his stomach.

"I'm sure it's not the apple season," he said, timidly.

"How do you know that?" inquired the instructor.

Without a second's hesitation the boy replied: "I have inside information."

Better or Worse

"Why didn't you obey the traffic officer's order?" bellowed the magistrate.

"Well, my wife told me to go ahead," he said meekly, "and I——"

"Well, why didn't you do as he said? Never mind what your wife said!"

"But you see, sir, I don't have to live with the policeman."

First Come Best Served

An old darky was tending the coats upstairs in the Governor's mansion. He noticed a prominent politician tumbling them over, looking under the bed and so on.

"Kin I help you, suh?"

"I can't find my new hat; paid ten dollars for it yesterday."

"Bless you, suh. All the new hats bin gone over an hour or mo'."

Easy Payments

Mandy—"How come you an' Gawge can buy nearly ev'ything youall wants?"

Lulu—"Oh, we gits it on the installment plan."

Mandy—"Whut you mean, 'stallment plan?"

Lulu—"Why we jes' pays a dollar down and stalls 'em off for the rest."

Or to Give a Black Look

First Sailor — "This butter is so strong it could walk over and say 'Hello' to the coffee."

Second Sailor—"Yes, and the coffee is too weak to answer."

Billy Was Crafty Lad

Billy—"I want some soap that's got an extra strong perfume."

Grocer—"What do you want to use it for?"

Billy—"Well, I want my mother to know when I've washed my face, so she won't make me do it all over again!"

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Verbal Kill-Joys

(Boston Herald Editorial, March 9, 1930)

Among those who are constantly taking the joy out of life are the superior persons who object to words and phrases of respectable years and now in common use. One man writes that "far-flung" should be thrown into the dustbin except when it is applied to an army, for it then suggests a quick manoeuvre. He holds Rudyard Kipling responsible by his "Recessional" for the loose use of the phrase with reference to immovable things: he also objects to an "American Vulgarism"—"at that" for "besides."

Another finds fault with "the—that was" as in Poe's

"To the glory that was Greece
And the grandeur that was Rome."

Another assails dramatic critics for using the words "good theatre"—"This is hardly good theatre"—"A play may be indifferent theatre." Still another, an Englishman, wishes to know why "Exit" is in use, even over school doors. "Why do we keep up, not only on our railways but in many other places, the use of an incorrect Latinism?" But "exit," a place for depart-

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ure, has been approved by English writers for nearly three hundred years.

There were objections years ago to words and phrases that are now accepted by pendants, prigs and prudes. The word "bet" for "wager" was long considered a low term. There is a passage in Bulwer Lytton's "Ernest Maltravers" that is curious reading today: "I told you we should not get safely through the day," said George Herbert. "Now we are in for it." "George, that is a vulgar expression," said Lord Doningdale, buttoning up his coat.

Why was "in for it" a "vulgar" expression in 1837?

That there is a long list of words that are overworked ad nauseam no one will deny: Vision, reaction, meticulous, premier (for first), pretentious (for elaborate or sumptuous). A few days ago a headline in a respectable New York newspaper read: "Received its premi." Nor will it be denied that the language, English or American, as one pleases, is debased by those who should know better. On the other hand there are persons who are too "beastly particular," reminding one of a famous saying of Thomas Hobbes, that, when quoted, often suffers from abbreviation:—

"For words are wise men's counters, they do but reckon by them: but they are the money of fools, that value them by the authority of an Aristotle, a Cicero, or a Thomas, or any other Doctor Whatsoever, if but a man."

Oh, Excuse!

The traffic officer had raised his hand, and the lady motorist stopped with a jerk. Said the officer, as he drew out his little book: "As soon as I saw you come round the bend I said to myself: 'Forty-five at least.'"

"Officer," remonstrated the lady, indignantly, "you are very much mistaken. It's this hat that makes me look so old."

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